

# The Mad Hatter

A Douglas College Newsletter

June 21, 1988

## MALL DISPLAYS

From July to September the Public Information Office will be setting up displays in shopping malls around the Lower Mainland. Our goal is to inform the public on what Douglas College is about, not only as an educational institute, but as a community centre for everyone.

We wish to show the unique qualities of our College through the use of visual and audio displays, which we feel would be an attractive method to arouse public interest. For example, TROUPEDEMOTION, the College-based Acting Troupe, will be representing the Theatre Department by coming into the malls and performing.

We already have access to many slides, videos, and pamphlets, but if there is any information that can be offered, or particular areas that could be promoted, please contact Caroline Heisler of Anna-Marie Stricker at local 5115.

## APPOINTMENTS

We are pleased to announce the following appointments in our Department:

Regular Full Time Instructor -  
Chairside Dental Assisting  
Program - Mary Banford

Nursing Laboratory Technician -  
Dianne Hastings

Nursing Clerk - Gale Freeman  
(replacement leave for Brenda  
Jack who is on a replacement for  
maternity leave in Community  
Programs and Services)

We wish all these individuals  
every success in their new posi-  
tions.

Joy Holmwood

## ADMINISTRATIVE VACANCY

### ACTING DEAN OF EDUCATION & STUDENT SERVICES

Gerry DellaMattia will be taking a leave of absence to accept a two year, temporary appointment with the Government of the United Arab Emirates to work with a team of Canadian college administrators who are developing a college system for the country. His position will be filled on an acting basis, by appointment of an internal candidate, for the period August, 1988 to July 1990.

The successful applicant will be required to have a minimum of a Master's degree and administrative experience.

Please apply in writing, quoting Competition #88-002E to the Personnel Department by 4:30 p.m. on July 4, 1988.

## ENERGY CONSERVATION

To all Staff, Faculty and Administration:

Would you please insure that lights are turned off in areas not in use.

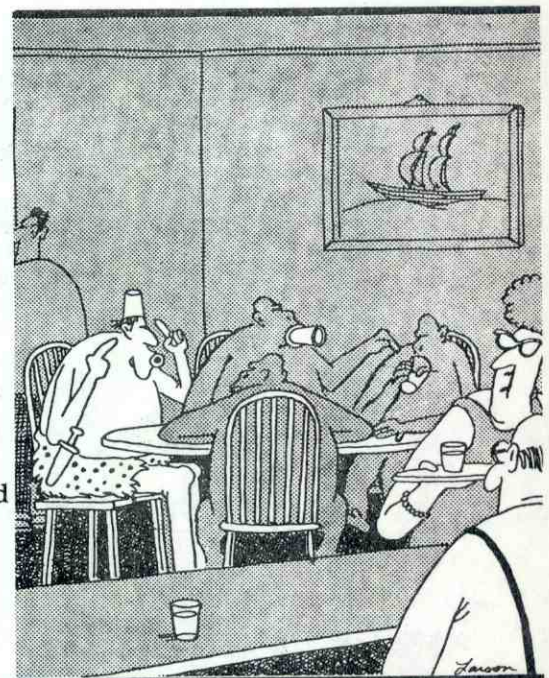
Chris Dean

Manager of Building Services  
and Facilities

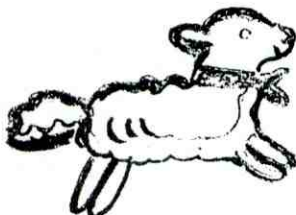
## FOR SALE

Off white aluminum mini blind  
"80 x "84 fits window 79 3/4" x  
80 1/2" wide

Call Sharon at Local 4750 or  
467-1801.



"Well, one guess which table wants  
another round of banana daiquiris."



TO: All College Personnel,  
Members, Douglas College Board

GERRY DELLAMATTIA'S LEAVE PARTY

(WINE & CHEESE)

THURSDAY, JUNE 23, 1988

3:00 P.M.

ROYAL AVENUE SITE BOARDROOM

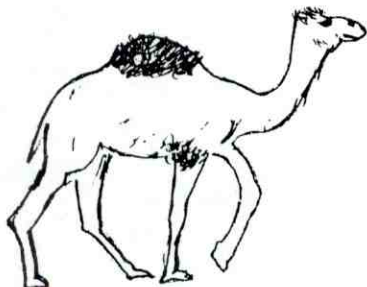
DOUGLAS COLLEGE

As you may have heard, Gerry is leaving us for two years, to live and work in the United Arab Emirates. He will be responsible for the central services of a new community college system, being developed under contract with a Canadian consulting company.

Come and wish him well, tell him your latest camel jokes, offer him advice on sun screen, and explain the etiquette of eating sheeps' eyes.

I hope you can join us.

Bill Day





1988 SUMMER SEMESTER  
GROUP ADVISING SESSIONS SCHEDULE

June 20 - 24, 1988

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

**Commerce & Business Administration**  
University transfer programs to  
UBC and SFU

**Monday, June 20**  
1000 hours  
Room 3903  
Sharon

**First-Year Arts - University Transfer**  
Including Major requirements and  
pre-entry requirements for Bachelor of  
Social Work

**Tuesday, June 21**  
0830 hours  
Room 3820  
Lorraine

**Education - University Transfer**  
Simon Fraser University  
(Elem. and Sec.) B.Ed.

**Tuesday, June 21**  
1400 hours  
Room 3820  
Sharon

**Therapeutic Recreation Technician**  
Program (full-time & part-time)

**Wednesday, June 22**  
0830 hours  
Room 3820  
Georgina

**Adult Basic Education, College**  
Preparation, English as a Second  
Language, General Studies, Gr. 12  
equivalency/completion

**Wednesday, June 22**  
1000 hours  
Room 3903  
Linda

**First-Year Science - University Transfer**  
Including Major requirements and  
pre-entry requirements for professional  
programs

**Wednesday, June 22**  
1400 hours  
Room 3820  
Lorraine

**Education - University Transfer**  
University of B.C.  
(Elem. and Sec.) B. Ed.  
(Excluding Music and P.E.)

**Thursday, June 23**  
0830 hours  
Room 3820  
Linda

**Business Management Non-Transferable**  
Career Programs Certificate and Diploma  
(Acc, Adm Mgmt, CIS, Con Mgmt, Gen, Mrk)

**Thursday, June 23**  
1700 hours  
Room 2802  
Lorraine

**Nursing - General**

**Friday, June 24**  
1400 hours  
Room 3820  
Georgina

1988 SUMMER SEMESTER  
GROUP ADVISING SESSIONS SCHEDULE

June 27 - July 1, 1988

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

Dental Auxiliary Programs  
(Basic Chairside and  
Certified Dental Assistant)

Monday, June 27  
1000 hours  
Room 3903  
Sharon

Technology Fundamentals

Wednesday, June 29  
0830 hours  
Room 3820  
Georgina

Criminology Career and University  
Transfer Programs  
Certificate and Diploma

Wednesday, June 29  
1000 hours  
Room 3903  
Linda

Nursing - Psychiatric

Wednesday, June 29  
1400 hours  
Room 3820  
Lorraine

Music Programs - University Transfer  
(Major in GS, Sec & Elem Educ) and  
Basic Musicianship

Wednesday, June 29  
1700 hours  
Room 2803  
Linda



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# WRITING SHORT FICTION

## Creative Writing 350:

This course concentrates solely on the process of writing short fiction. It includes instruction in the methods of beginning, sustaining, closing, revising, and evaluating a short story. The student is introduced to a wide range of narrative approaches and techniques through the study of both traditional and contemporary texts.

Course Prerequisite: A portfolio of writing, including a minimum of two completed stories, to be submitted to the Department of English and Communications no later than August 19, 1988.

Instructor: **Mary Burns**. Her collection of short stories, **Suburbs of the Arctic Circle**, was selected for the 1986 Writer's Choice Awards, sponsored by the Literary Press Group of Canada.

For more information, contact the Creative Writing discipline, 520-5465.



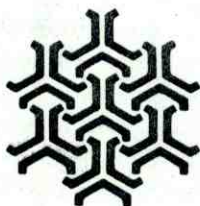
Tuesday evenings, 1900 - 2130,

14 sessions. 3 credits.









## "RESEARCH" IN FRESHMAN CHEMISTRY

The teaching of general chemistry presents two major challenges to the instructor. *First*, the teacher must present in a coherent fashion a broad overview of the laws, theories and relationships which make up the body of knowledge called chemistry. This is a formidable task considering the variety and quantity of information within the discipline, not to mention its interrelationships with allied fields. *Second*, the teacher must assist the student in turning this massive amount of information into a working, functional body of knowledge which he/she can apply in a practical sense. The second is the more difficult task, in part because the teacher cannot control the marvelous, mysterious process of intellectual synthesis taking place within the students' minds. This the students must do for themselves. However, the teacher can create an environment in which the student must make this intellectual synthesis.

In an attempt to create such an environment, we have introduced an individualized "research" problem as the final series of experiments in our general chemistry laboratory program. This series of experiments is performed by all general chemistry students and is not part of an advanced or honors program.

The directions given the student for the last five weeks of the term are: "Starting with three grams of either copper, zinc or magnesium, prepare a series of five compounds ( $A \rightarrow B \rightarrow C \rightarrow D \rightarrow E$ ) and prove their identity to the satisfaction of the instructor." While such a task is simple, even trivial, to an experienced chemist, to a freshman general chemistry student it represents a formidable challenge in chemical research.

The students are required to submit a detailed research proposal for the synthesis and identification of their chosen sequence of compounds. This proposal is reviewed for safety considerations by the instructor, but the students are not told whether the proposal is workable. The writing of the research proposal requires considerable library research and serves to introduce the student to the chemical literature. Also, the students quickly learn the importance of good experimental design and develop a basic understanding of synthetic sequencing and analytical processes.

Once the research proposal is reviewed for safety, the students begin the synthetic work. It has been our experience that this experimental series is best suited for small laboratory sections of a dozen students or less since each of the students possibly will be doing a different series of experiments which can involve corrosive and flammable materials. Close supervision by the instructor is critical for this series to be performed with minimal risk to the students (and instructor). The students are required to keep detailed notes of their experiments and progress. After the final compound is prepared and analyzed, the students report their results in journal format. This journal report gives the student further experience with technical writing.

Feedback from students has been very positive. Some students find it frustrating in that they don't know where to begin. It is this very frustration which can help stimulate the intellectual synthesis of random data into a working body of knowledge. The guiding, sometimes gentle, hand of the teacher is a must, however, to prevent this frustration from turning into despair and defeat. Students normally find this experiment stimulating, challenging; and they feel a great sense of accomplishment for having carried out their own experimental procedures.

Richard L. Stein  
Professor of Chemistry

For further information, contact the author at Germanna Community College, Box 339, Locust Grove, VA 22508.





## CREATING MANAGEABLE LEARNING STEPS

The idea for breaking unit assignments into small individual learning steps for my composition students occurred to me when I was in graduate school. It had been some years since I had completed my master's degree, and I felt a little rusty and somewhat nervous over becoming a student once again.

The first course turned out to be the worst. It was a course in linguistics. The professor had mastered his topic thoroughly and was completely in love with the subject matter. Unfortunately for me, he was not in the least concerned with chaps like myself who were ignorant of the algebra-like formulas he so generously scrawled out on the blackboard, leaping from one to the other with what seemed to be the speed of light! Soon I felt totally confused and hopelessly lost. Then one day somewhere near the middle of the course our mentor backtracked and began to talk about linguistic development in children. He explained the process of language development as a series of small steps and discussed the ramifications of each step. I was overjoyed! The course content began to fall into place; the ideas which heretofore had been mere fragmentations now began to draw together and fit like the pieces of a puzzle. The frustration, fear, and confusion I had experienced earlier were gone, and I was learning!

As I lived through the earlier, more painful, experiences of the linguistics course, I began to identify with my own students. How many times had I heard them say, "I just don't know where to begin!" or "I can't seem to get started!" Now I knew exactly how frustrating and painful that experience felt and that I could not continue to throw new learning experiences at students without providing them with concrete starting points.

I realized that I needed to reduce the unit assignments to basic steps and shift the activities of the course from instructor action to student activity. With this in mind, I took each writing unit and divided it into a series of clearly defined action steps in which the students did the doing and I did the watching and listening. Each assignment or writing unit lasted for a minimum of three sessions. The first session introduced the assignment: the process and the individual steps of the process were laid out, as were suggested writing topics. The students were to begin thinking about a topic, determine the steps they might follow in developing that topic, and bring them to the second classroom session.

During the second session the students practiced the steps, and I introduced activities that were designed to help them practice. It allowed me to use peer teaching, small group discussion, paired-off activities, along with students working at the blackboard. It allowed students to share their ideas with one another and allowed me to circulate around the room, commenting and helping individual cases. As the students worked, they recorded their activities in their writing notebooks for incorporation into their themes later on. In the case of more difficult assignments, students scheduled conferences with the instructor to go over their notebook work before writing the final paper.

During the final classroom session, the students wrote their papers, using the steps practiced in class and outlined in the notebooks. Both the content and grammatical accuracy of the final papers improved. The students no longer found themselves rambling or trapped in vague, half-thought-out ideas. Nor did they find the need to be deliberately ambiguous in order to cover up the fact they had no idea what they were doing or writing about.

It seems to me the number one "sin" we as educators are apt to commit is to forget that school learning, like walking or talking, is a fairly complex process consisting of individual steps which must be learned and practiced. We sometimes forget what it feels like to encounter our disciplines for the very first time. Having had that painful, if not nightmarish, experience myself, I have decided to make every effort to provide my students with *clear learning steps* and *time for practice*. In the end, it becomes a matter of the instructor being willing to make the imaginative leap from the idea to its process *with* the students instead of forcing them to travel that road alone.

Joseph L. Swonk  
Associate Professor, English

For further information, contact the author at Rappahannock Community College, Warsaw Campus, Warsaw, VA 22572.

Suanne D. Roueche, Editor  
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